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ABSTRACT

An update of the initial bibliography, published in 1976 and covering 1965-1975, this bibliography confines itself to school-and community-related items published in Australia, the United States, Great Britain, and Canada between 1975 and 1977. Categories, arranged systematically A-Z with each item listed alphabetically by author/title within each category and identified alphanumerically, include educational administration, decision making, devolution of responsibility and school boards, finance and legislation, school-community relations, home-school liaison, parent role, parent-teacher relations, teacher role, student role, participative curriculum development, community education, community schools and innovative programs, community centers, community use of school resources, school use of community resources, work experience, community service, inner city and rural areas, ethnic and racial groups, planning/design/building of educational facilities, libraries and the community, case study reports, projects, research and evaluation, and bibliographies. For the convenience of the user, a scope note precedes each section, and cross-references to related items in the initial bibliography are listed at the end of each section. An author index and a list of community Australian periodicals are also provided. (Author/JD)

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THE SCHOOL AND THE COMMUNITY:

A BIBLIOGRAPHY

PART 2

Compiled by Doreen M. Goodman

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FOREWORD

This second bibliographical publication on the relationships between schools and their communities was foreshadowed in the initial bibliography published by the Schools Commission in 1976. The first bibliography was very well received, and demand for it is still high. Since its publication, however, material on school-community relations has been appearing in quantities too great to be incorporated in a revised single volume of the original work. The updating has therefore been by way of a separately issued Part 2 concentrating mainly on material produced from 1975 to 1977. Materials from 1978 onwards, given the present rate of output in the field, will also need to be covered in separate issues.

Although Part 2 of the bibliography brings it up to date chronologically, the coverage for such an expanding field of knowledge regrettably cannot provide a comprehensive register of all the work done. Indeed separate bibliographies could well be compiled for several of the aspects of school-community relations. Coverage is therefore necessarily selective, but the aim has been to list items which identify developments and trends, show the pros and cons of controversial issues, highlight various points of view, and draw attention to particular projects in Australia and overseas.

The Commission is grateful to Doreen M Goodman, Shirley K Randell and Carolyn Page for undertaking the work in this publication.

It is hoped that this further publication will be of assistance to those interested or involved in school-community relationships in Australia.

K. R. McKinnon
Chairman

PURPOSE AND SCOPE

The purpose of this bibliography on the school and the community is to update the initial bibliography published by the Schools Commission in 1976 *The school and the community: a bibliography* compiled by Shirley K. Randell and Jennifer M. Turnbull, the coverage being 1965 to 1975.

Coverage in this second volume is mainly for the years 1975 to 1977, and is necessarily selective because of the range of material. Entries have been confined to items published in Australia, the United States, Great Britain and Canada.

The bibliography is systematically arranged in categories A - Z with an author index, each item being listed alphabetically by author/title within each category and identified alphanumerically. For the convenience of the user, at the end of each section cross references to related items in the initial bibliography have been listed by means of their serially running entry numbers.

The ERIC document numbers have been given for those items which are available on microfiche from the National Library of Australia or directly from the Educational Resources Information Center, Washington D.C.

Australian items are shown by an asterisk as an aid to users who may be searching specifically for Australian material.

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A. EDUCATIONAL ADMINISTRATION

Scope: This category covers general critical commentaries on policy and planning with regard to decentralisation and the democratisation of the administrative process. The key figure in any changes is the school principal around whom structural and management issues revolve in particular. Accountability is a basic issue.

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A23* LAWRENCE, A. Coping with the seventies: an overall plan for school organization. *Education Australia* 1(1):29-30 1977.

A24 LEEAN, C. and RICHARDSON, P. Developing a language for the responsive evaluation of public educational priorities. *The North Central Association quarterly* 50:379-83 Spring 1976.

A25 LOGAN, N.M. Executive development and participative management. *Leader* 6(4):10-20 1976.

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(b) B4, B16, B37
C1, C25
D17
S24

B. DECISION-MAKING

Scope: This selection of documents considers various aspects of decision-making, with particular emphasis on the power structure and the responsibilities resulting from different patterns of educational administration. Differences in educational philosophies and underlying assumptions affect participant attitudes in school-based decision-making. Various guidelines and models for effective decision methods involving the administration, the community and the school are emerging.

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B25 KLEIN, Dorothy S.R. Needed: educational philosophy as a guide for decision-making in the public schools. *Education* 97(3):290-293 Spring 1977.

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(b) C39, C42, C47
G35, G40

C. DEVOLUTION OF RESPONSIBILITY AND SCHOOL BOARDS

Scope: The literature on the devolution of responsibility falls into two main areas. The basic argument is that by decentralising educational administration and giving local communities more responsibility the needs of each school can be more effectively met and the quality of education is consequently improved. Teachers, parents and students can cooperate to design and control their own educational programs and not feel manipulated by a central and remote bureaucracy. School boards have developed as the main mechanism for bringing about this cooperation, but not without challenge. Questions posed include whether school boards are really representative of the parent community, and the role of other groups such as community advisory committees, parents and citizens associations, and team management systems. The role of the principal and accountability are recurring themes.

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(b) A23, A36, A39
B22, B39, B42, B51
D14
E35, E37
F2, F12
G24, G66
H2, H8, H17
I5
J18
K9
M36
Z1

D. FINANCE AND LEGISLATION

Scope: The devolution of responsibility to the local level and the involvement of the local community in education has raised a number of financial and legislative issues. Schools are required to manage their own budgets and in addition to basic funding may be able to apply for special funds to introduce innovative programs. Educational funding operates, however, within certain legal frameworks, and those involved in school management need to be informed on general matters of financing and budget strategy and also on the laws and regulations governing schools.

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(b) Q3, Q18, Q33
V6, V12

E. SCHOOL-COMMUNITY RELATIONS

Scope: The relationship between the school and the community is a broad topic with a number of specific aspects. The main concern is with ways and means of linking school and community, and the level of merging. Models of partnerships for development may take the form of neighbourhood groups, or special committees, or governing councils. In any one school a number of different approaches may be adopted simultaneously to foster more effective and positive school-community relations.

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(b) B1
G41
H20
I35
S4
T4
X1, X2, X4
Y33
Z8, Z9

F. HOME-SCHOOL LIAISON

Scope: The general relationship between the home and the school has been identified in a series of studies as one of the most important factors in student success and development. When home and school values are in conflict the student usually solves the dilemma by rejecting school. Considerable emphasis in now being given to ways and means of linking home and school more closely over a wide range of school activities.

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(b) E38, E43
H1, H40
T96
W23
Z6, Z15, Z21

G. PARENT ROLE

Scope: Traditionally schooling has been in the hands of professionals who have specialised knowledge and expertise in the field of education, but parents can provide additional skills of use within a school to enrich learning programs, as well as activities outside the school which can extend learning experiences. Through school councils parents have gained executive power in areas such as buildings, maintenance, community use of school facilities, direct grants, ancillary staff, and advisory powers in curriculum. Parent participation in school decision-making and development therefore raises questions concerning the ends to which such participation is directed, appropriate interaction patterns between parents and the school, particular areas in which parents ought to be involved and changes that might result in the institutional and systems structure.

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(b) A10
D6, D8
E12
F7, F22, F32, F34, F38, F40-F41, F43
H3
J11, J18
K5, K12
M12, M34
Q9
T29, T40, T43
W10, W27, W45
Y8, Y10

H. PARENT-TEACHER RELATIONS

Scope: In many cases teaching staff are reluctant to accept close communication and parental involvement in school matters and open hostility can erupt, but many teachers are coming both to recognise parent rights and to depend upon parent contributions for backup both within and outside the school. Working relationships are being established in varying activities such as preparing and organising learning materials, assistance in public relations, bringing pressure to bear on the state bureaucracy, acting as mother/father substitutes for refugee or family deprived children. However, parent activities in a school require some organisational pattern, and individual schools are developing models and guidelines to meet the particular situation.

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(b) G50
K36
M11
T6

I. TEACHER ROLE

Scope: The role of the teacher is undergoing reappraisal and change in relation to community involvement and the devolution of responsibility. Teaching staff participate in school based management and decision-making, educate parents, organise parents as teaching partners, devise innovative and community oriented learning programs. The education of teachers needs to be adapted to these emerging and complex roles, and innovative and community based preservice and inservice programs are beginning to be developed.

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B19, B26, B30
D13
E89
G17, G18, G23
H16
J12
K10, K31-K33
L21
Q40
R10, R14
S16, S22
T2, T7, T12, T22, T43-T44, T54, T92
Z2, Z4

J. STUDENT ROLE

Scope: School is an alien place for many students where they see themselves required to play a passive and powerless role. However, the rights of the student as an individual and a person are coming to be recognised through multiple educational options. Some schools are involving students in the decision-making and management processes as well as taking positive steps to generally improve staff-student-parent relationships.

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(b) F41
G15, G26
R1-R2
T17, T43, T49
Y14

K. PARTICIPATION IN CURRICULUM

Scope: Curriculum has been traditionally an area controlled by the administration in terms of objectives, content, implementation and evaluation. With the shift of responsibility to the teacher through school based curriculum development the way has been opened for parents, students and other members of the community to participate in the design, content and implementation of the curriculum, though not without arousing controversy. Guidelines and strategies for participation need to be devised with recognition of such issues as group accountability and the rights of minorities.

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(b) G5, G12
H52
I8-I9, I28
M13, M39
P34
R10
T48
Z19

L. COMMUNITY EDUCATION

Scope: The operational philosophy of community education is that learning is a lifelong process and that schools at all levels should help provide various kinds of learning experiences for members of the community of all ages. Schooling is also coming to be seen as living and learning related to the home, school, community activities, industry and the professions. Neither is the education of the child the sole responsibility of the school, but jointly shared with the home and the community.

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(b) D19
E7, E33

F14
I4, I12, I29, I31, I36
M31
S2
W29, W41
Y11, Y13
Z7-Z8, Z12

M. COMMUNITY SCHOOLS AND INNOVATIVE PROGRAMS

Scope: The community school movement developed innovations in educational programs thereby recognising the fact that no one best method exists for educating either children or adults, and opening the way for alternative education. Ideally community schools and innovation should develop naturally out of an exchange of views across school and community. The basic goals and objectives are socially oriented within the parameters of a given community.

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(b) D15
G6
I21, I39, I41
S3, S18, S21
T10
W19
X3
Y31-Y32
Z10, Z16-Z17, Z25

N. COMMUNITY CENTRES

Scope: Community centres aim to combine comprehensive learning with day to day living so that health, education and recreation are interrelated activities for children and adults. Projects tend to fall into two categories, namely those developed on school property with a high incidence of community use, and those developed on municipal property with a high incidence of use by schools.

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(b) W30, W32-W35, W43, W48

0. COMMUNITY USE OF SCHOOL RESOURCES

Scope: The principle that members of the community should have the use of school facilities has received wide acceptance. Education authorities and local councils have recognised the benefits of rationalisation, but there is considerable variation in the policies adopted by local authorities to govern the use made of the school facilities. Practical problems created by community use of schools such as caretaking and maintenance are causing some concern, and some groups consider that the rights of school children are being eroded.

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(b) M4

P. SCHOOL USE OF COMMUNITY RESOURCES

Scope: The door between the school and the community having been opened, students and their teachers can be brought into closer contact with all aspects of the working world. School programs are introducing activities outside the classroom as a source of learning experiences. Use is also being made of a resource pool of community participants in classroom activities. Museum-school cooperative projects for local history, the arts and physical sciences are one type of involvement that is proving successful. The study of economics, pollution or conservation can be linked to a local industry. For programs to be meaningful it is necessary to identify those resources which best suit school needs. Four main areas of community resources have been categorised, namely persons, field trips, resource materials and community projects.

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(b) G27
L19
M4

Q. WORK EXPERIENCE

Scope: Work experience programs are a means of easing the school-to-work transition as well as providing a sampling of various occupational fields at the same time as more academic studies are being pursued. A key figure is the program coordinator who not only has to organise such programs but also mobilise the support of business and industrial management, trade unions and the working community. The placement program should accommodate the individual needs and objectives of the students involved. Bias in regard to sex and race can be underlying issues.

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(b) P36
T8
Y3, Y12

R. COMMUNITY SERVICE

Scope: Teachers who are active within their own community are able to expand their classroom activities and curriculum content by involving students in a range of community service projects. Methods of integration vary in detail, but the general pattern is to involve students for part of the school day with social service agencies and to have their experiences form the basis of an in-school seminar relating specific social problems to a wider context.

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(b) H34
V3, V5, V26
W34
X6
Z13-Z14

S. INNER CITY AND RURAL AREAS

Scope: The concept of community involvement in the school has highlighted the special problems of both inner city and rural areas in relation to parental participation, relevance of the learning experience to the local environment, and utilization of community resources. The unique character of inner city and rural communities has to be recognised, beginning with teacher education programs.

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(b) E95
G19
Y2, Y4
Z18

T. ETHNIC AND RACIAL GROUPS

Scope: With particular reference to ethnic and racial groups, the community concept has both highlighted cross-cultural perspectives and focused on specific ethnic groups. Aspects cover bilingual/bicultural education programs, control of schools by specific ethnic groups, home coordinated projects, locally based teacher education courses, multicultural education materials, curriculum development. It is becoming evident that as the dichotomy between home environment and school decreases through closer involvement between school and community, the learning ability and self-image of both the children and their parents improve.

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(b) G20
W37
Y30
Z11, Z2[illegible]

U. PLANNING, DESIGN AND BUILDING OF EDUCATIONAL FACILITIES

Scope: Conventional approaches to school facilities planning and design have to be reconsidered, as educational buildings need to be interrelated with the wider concerns of the community. Community schools have created more complex patterns of design with regard to both indoor and outdoor space. Multipurpose and open space tends to be a feature of current building programs. However, certain areas of a school need to be able to be closed off from general use after school hours.

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(b) 05, 08-010, 013, 019, 026
W3
Y9

V. LIBRARIES AND THE COMMUNITY

Scope: The concept of community involvement in schools has made its impact on library development, giving rise to a number of models based mainly on the establishment of shared facilities between school and community, described variously as school/community libraries, community/school libraries, community libraries and school-based public libraries. Developments have not taken place without controversy in particular cases, but the need for library services to be rationalised and related to the community at large is coming to be generally recognised.

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(b) Y9
Z3, Z5, Z14, Z22

W. CASE STUDIES

Scope: Case studies show the process of change, and indicate some of the reasons why innovative programs either achieved the goals set or purportedly failed to do so. Many case studies can serve as models for implementation strategies, as well as identifying problems and suggesting possible solutions.

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(b) A28, A32
B53
C2, C28
E17, E28, E31, E96
H5
M54
N1, N5-N7, N9, N12, N14-N18
P4, P10, P38
Q14, Q28-Q29
S7
T15, T24, T45, T84
U3-U4, U9
V10
Y34

X. AUSTRALIAN PROJECTS

Scope: Projects related to many aspects of community involvement and interaction in the schools have been sponsored by the Schools Commission through its various programs. Directories and lists of these projects show the overall extent of the programs and the pattern of development.

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Y. RESEARCH AND EVALUATION

Scope: A body of research and evaluation material on the school and community is developing. Major areas of assessment are the effectiveness of community involvement programs measured against stated objectives, and analysis of the experiences of participants. On the whole the attitudes have been positive rather than negative in the short term. Whether the pattern of change is sustained, however, and to what degree, can only be assessed in the long term, and will require a multi-dimensional research approach.

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Y16 HESSE, R. *An evaluation of the community school program using goal attainment scaling.* Eugene, Or., Eugene School District 4j, Division of Research, Development and Evaluation, 1976. (ED 128965).

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SEE ALSO:

(a) RANDELL and TURNBULL: Items 15, 286, 345, 593.

(b) B5
M53
P29
Q36
T55
U11

Z. BIBLIOGRAPHIES

Scope: Bibliographic coverage of the school and community is both general and specific, and identifies a substantial body of information mainly developed over the last decade. As well as being useful summaries of the literature, bibliographies provide a means of identifying particular trends and developments. They also indicate gaps in knowledge or lines of research that need to be followed.

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